



Delves Lane Primary School

BEHAVIOUR POLICY



Introduction

Delves Lane Primary School is a Rights Respecting School.

Article 28 and 29 state that:

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

At Delves Lane Primary School we aim, through praise and positive encouragement, to enable every child to develop to their full potential and grow into independent and responsible members of the community. We believe that almost every aspect of the way in which the school is organised influences the attitudes and behaviour of the pupils, and how it relates to the community it serves. The character and identity of our school results from the management of these factors.

All members of staff are trained in using the **Restorative Approach** to dealing positively and calmly with behaviour issues in school. This approach brings those harmed by conflict and those responsible for the harm into communication with each other to support repairing the harm and work together to find a positive way forward by working together and listening to each other.

AIMS

- To be able to access the United Nations Convention for the Rights of the Child, and to be able to understand key rights.
- To contribute to the social, emotional and moral development of our pupils as members of our school and in preparation for their role as valued and responsible members of society.
- To maintain a school ethos which reflects the positive social and moral values of society.
- To maintain a safe and orderly environment in which adults and pupils may flourish.
- To contribute to the development of each individual's self-esteem and self-discipline.

OBJECTIVES

- To provide clear guidance to parents, staff and pupils regarding the standards of behaviour expected in school.
- To provide staff with a behaviour management programme which is fair, consistent and manageable, and is the responsibility of the whole school community.
- To recognise, reward and encourage positive models of behaviour
- To share successes and issues with parents
- To ensure that article 28 is adhered to at all times

WHOLE SCHOOL ISSUES FOR THE MANAGEMENT OF BEHAVIOUR

It is essential the following are aware of the guidelines and routines in operation within the school

1. Teaching staff, including any supply staff.
2. Non-teaching staff
3. Pupils
4. Parents
5. Governors

KEY ELEMENTS TO BEHAVIOUR MANAGEMENT

There are three key elements to behaviour management.

1. Rules (through the use of class charters)
2. Praise and rewards
3. Sanctions

a) Rules

Agreed rules exist for the school, both inside and out, and in the classrooms. The pupils are fully involved in the formulation of them each September where their input for whole school rules and class rules is a valuable part of the Behaviour Policy.

Following the Rights Respecting model, a Class Charter is displayed in every classroom.

SCHOOL RULES

1. Keep hands, feet and unkind words to yourself.
2. Do as you are told straight away.
3. Look after everything in our school.
4. Walk sensibly and quietly in school.
5. Be polite and helpful to everyone – good manners are important.

b) REWARDS

Encouragement through positive feedback forms the basis of this policy. Each pupil is a valuable member of the school community and the building of positive self esteem in all pupils is of paramount importance. All adults in school will foster this positive approach and children will be rewarded by praise both verbal and written. The whole school from Year 1 to Year 6 follow the 5 Step behaviour approach.

Merits/Stickers:

These will be awarded as instant success for behaviour. Both teachers and teaching assistants can award two per day.

Children will visit the Head Teacher, she will record their name in the Merit Book, and a certificate is presented to the pupil in assembly. Children will also sign the shield outside the Head Teacher's office. PLEASE SEE APPENDUM BELOW.

Lunchtime Supervisors will award stickers for good behaviour.

Class teachers are also able to use stickers as this improves children's self-esteem.

Class Rewards:

Teachers can award children within their own classes for various achievements, e.g. reading diaries completed, correct uniform, etc.

Attendance Rewards:

Good attendance means that each pupil's name is entered into a draw to receive an award during Friday's Celebration Assembly. Class teachers are responsible for overseeing the raffle in class. At the end of each term, and at the end of an academic year, children with a 100% attendance are presented with certificates and badges in celebration assemblies. Children with

a 100% attendance for the whole year are entered into a raffle, and one lucky prize-winner will win a tablet. Please note that records will be kept by the class teacher and recorded on our school systems. Please also see APPENDUM.

Celebration Assembly

Class teachers nominate one 'Star of the Week' each Monday. Children are presented with their certificate in Celebration Assembly on Friday mornings. Parents of nominated children are invited into school to see their child being presented with a certificate. PLEASE SEE APPENDUM FOR CHANGES.

Strategies to maintain good behaviour:

- Consistent use of praise/sanctions by all adults in school □ Consistent application of agreed school rules
- Consistent practices e.g. lunchtime rotations etc.
- Restorative Approach used by all staff in dealing with issues surrounding behaviour.
- Hypothetical challenging behaviour will also be tackled through discussion and role-play in PSHCE lessons.

More about the Restorative Approach

- Improves behaviour and attitudes;
- Provides explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improves relationships; establish rights, accountabilities and responsibilities to the community.
- Provides a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future

Restorative Questions

To respond to challenging behaviour

What happened?

- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right

Behaviour in Classrooms

It is all teachers' responsibility to 'promote good and courteous behaviour both in classrooms and around the school, in accordance with this policy (Teachers' Standards No 7). *If a child does not behave in the classroom a restorative conversation should take place in the first instance.*

Sanctions for unacceptable behaviour in Class and Outdoors:

- Verbal warning

- Warning 1 (Recorded in class)
- Warning 2 (Recorded in class) Time out in own class
- Warning 3 (Recorded in class) Time out in parallel class (the same Year Group Bubble).

Clarification about giving out Warnings:

If a child receive two warnings in a day (in class or outdoors), then there would be a fresh start the following day. Because class teachers take responsibility for recording information in class, they will take information from the strike notice board and record information in class.

Recording Warnings:

A display with boards for each class will be displayed in both Key Stage 1 and Key Stage 2. Both a designated Teaching Assistant and Lunchtime Leader will record warnings on the boards by the end of play and lunch times. Teachers and PPA cover must check these boards when walking past with classes and add information to their class records. Teachers take responsibility for recording warnings in their own classes. Teachers will record these on a class traffic light system. More serious behaviour incidents will be recorded on CPOMS. The class teacher will notify the school office and parents will receive a text to say their child has received three warnings in one day. Parents can contact the school and speak to the class teacher via phone regarding the incident.

Behaviour at Unstructured Times (Play and Lunchtimes)

It is all teachers' responsibility to 'promote good and courteous behaviour both in classrooms and around the school, in accordance with this policy (Teachers' Standards No 7). Teachers, teaching assistants and lunchtime supervisors are responsible for supervising children. Children line up at the beginning of each day, after play and at the end of lunchtimes. Staff must be prompt in collecting classes from the yards to avoid disruptive behaviour. If children do not line up appropriately for the teacher/teaching assistant or supply cover then classes will practice with the class teacher during playtimes. Children will line up in classes and Year Group Bubbles.

Unacceptable behaviour may be defined as:

- Rudeness
- Aggression, verbal and physical
- Disruption
- Vandalism
- Bullying
- Stealing
- Unacceptable personal standards of work
- Choosing not to follow the school rules

Unacceptable behaviour deemed to be of a serious nature may be defined as:

- Physical assault on another child
- Use of inappropriate language
- Verbal abuse
- Deliberate disobedience
- Refusal to follow school rules
- Being disrespectful

Challenging and Serious Disruptive Behaviour:

Where a restorative conversation has occurred but has not had any impact and children are still displaying behaviour that is harmful to themselves or others then certain consequences are in place. The class teacher will:

- 1) Have close contact with the parents/carers

- 2) The school will involve Behaviour Support and additional agencies where necessary
- 3) The school will compile a risk assessment (class teacher and SLT)
- 4) The SLT alongside the class teacher will discuss the implementation of a Parenting Contract with the Parent where school and the Parent agree targets and terms and this will be agreed with Governors and reviewed regularly.
- 8) Fixed term exclusion – for exclusions of up to 5 days work will be set and marked by the school on a daily basis. The class teacher will liaise with the family to provide this support. For exclusions for 6 consecutive days or longer the school will provide suitable full-time education from and including the 6th day of the exclusion.
- 9) Ultimately permanent exclusion

Reasonable Force

All members of staff are permitted to use reasonable force in the following circumstances:

- To prevent a pupil committing an offence.
- To prevent a pupil injuring themselves, or another person.
- To prevent damage to property.
- To maintain good order and discipline in the classroom.

Team Teach/Restrictive Interventions

Due to the nature of some extreme behaviour displayed, there are times when physical restraint is necessary in order to protect the child or others from harm.

Clear guidance and training is essential in order to safeguard both the child concerned and the practitioner exercising the restraint. At Delves Lane Primary School, a number of teaching and support staff are 'Team-Teach' trained. Team-Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe. Delves Lane Primary School will follow DfE Guidance and Social Distancing will be adhered to as much as possible. Therefore, no Physical intervention will take place unless absolutely unavoidable, due to an emergency.

Behaviour outside of school:

Behaviour of children outside of school where the school can be associated with that behaviour, e.g. a pupil wearing school uniform, and where the school's name can be brought into disrepute will be addressed by the school following the usual school behaviour system.

Power to search:

The Headteacher will use the power to search pupils only in extreme circumstances where the pupil could potentially be concealing a weapon. This will be conducted in a private place with two staff members present and be the same sex as the pupil.

The police will be involved should there be any other reason to search a pupil, e.g. dangerous object, etc. The Headteacher also reserves the right to search bags and trays belonging to pupils without their consent.

Expectations of the pupils

Good behaviour is the expectation from all pupils at all times. In order to achieve this. Pupils will be encouraged to:

- understand and respect other people and their points of view
- understand differences and accept them
- be polite
- be considerate
- be supportive to each other

- be patient and take turns
- do as they are asked immediately
- understand accountability
- understand that behaviour outside of school reflects on the school and that in certain cases sanctions will apply for bad behaviour outside of school e.g. when on an educational visit.

Expectations of the staff

Staff must create an atmosphere of security, understanding and mutual respect. A well-prepared, stimulating classroom with clear planning and Learning Objectives, shared with the pupils to include appropriately differentiated tasks generates good behaviour. All staff will be good role models from whom our pupils will learn respect and grow in self-esteem. All staff will deal calmly with behaviour issues using the Restorative Approach in which they have been trained. If children need remain in school during playtimes then they will be supervised by their class teacher.

The staff will:

- start each day/session with a 'clean slate'
- be there to greet class as they line-up everyday
- be well prepared for all lessons
- provide positive and constructive feedback
- set clear expectations of classroom routines and standards of tidiness
- value pupils contributions both orally and written
- be consistent
- speak appropriately
- praise achievements for all pupils
- develop positive relationships with all pupils
- be perceptive and defuse difficult situations
- use humour
- follow school procedures
- support difficult situation through a range of materials □ share their difficulties with the peers/SLT for support

Monitoring and Evaluation

All staff continually monitor the behaviour of the children. The effectiveness of this policy will be monitored regularly and reviewed annually.

R Woods

Head Teacher

September 2020

Appendix 1: taken from DFE publication ‘Behaviour and Discipline in schools’ January 2016. Last Updated 9th July 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Discipline in schools – teachers’ powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

Punishing poor behaviour

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Head Teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

17. Corporal punishment is illegal in all circumstances.

18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet

educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

Behaviour and sanctions

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the Head Teacher.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These may include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'muffi' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" – see paragraph 'Behaviour and Sanctions' paragraph 3.

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is: o taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.
- In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

- Teachers have a power to issue detention to pupils (aged under 18).
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - a) any school day where the pupil does not have permission to be absent;
 - b) weekends - except the weekend preceding or following the half term break; and
 - c) Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers”) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for “prohibited items” including:

- o knives and weapons
- o alcohol
- o illegal drugs
- o stolen items
- o tobacco and cigarette papers
- o fireworks
- o pornographic images
- o any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- o any item banned by the school rules which has been identified in the rules as an item which may be searched for

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.
- Separate advice is available in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’. See Associated Resources section below for a link to this document.

Seclusion / isolation rooms

- Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.
- It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Delves Lane Primary School Behaviour Policy: Coronavirus Addendum

Contents

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1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mrs Woods (Head Teacher) if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Behaviour Principles

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do. In light of the need for children to behave differently when they return to school, and adapt to the new systems we have put in place to support this, there are changes to the Behaviour Policy.

These changes are essential to protect everyone's safety. We will require all pupils and their parents/carers to agree to these principles at all times.

New principles:

We expect all members of the school community to respect the altered routines for arrival or departure at the school.

We expect all members of the school community to follow the instructions on hygiene, such as handwashing and sanitising

All children must follow instructions on who they can socialise with at school i.e. they must respect the integrity of their 'Bubble Group.'

All members of our school must move around the school as per specific instructions (respecting one-way systems, out of bounds areas, socially distanced queuing).

All members of the school community follow expectations about sneezing and coughing, using

tissues and disposing in the Bubble Group's lidded bin ('catch it, bin it, kill it'). All must avoid touching their mouth, nose and eyes with their hands.
 Tell a member of staff if you are experiencing symptoms of coronavirus (fever, cough, loss of sense of smell or taste).
 Follow rules about not sharing some equipment including drinking bottles.

Behaviour Expectations:

- amended expectations about breaks or play times, including where children may or may not play, children will be guided to specific areas to play in year groups
- clear rules about coughing or spitting at or towards any other person – this could lead to exclusion at the discretion of the Head Teacher
- rewards and sanction system where appropriate if changed from main body of policy
- clear rules for pupils at home about conduct in relation to remote education

School Routines and Procedures:

- following any altered routines for arrival or departure, i.e. staggered start and end times to the school day
- following instructions on who pupils can socialise with at school, children will socialise in Year Groups ONLY
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)
- rules about not sharing specific equipment including drinking bottles, the class teacher will be demonstrate which equipment can be shared and the procedures in place for hand washing following this.
- use of toilets, as per class timetable, supervised access to toilets in bubbles or classes only unless there is an emergency

Hygiene and Health Expectations:

- following school instructions on hygiene, such as hand washing and sanitising
- high expectations about sneezing, coughing, tissues and disposal (re-enforce 'catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus

Mental Health and Emotional Support:

- Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective focus
- Additional support that pupils can access above and beyond classroom provision if required – use of school counselling provision

Altered routines for arriving or leaving the school

Year Groups	School Start Time	End/Collection Time
Nursery AM	8.45am	11.45am
Nursery PM	12.15pm	3.05pm
Reception (Class 1 & 2)	8.45am	3.05pm
Families with Siblings	8.45am	3.05pm
Year 1 & 2 (Classes 3,4,5,6)	8.55am	3.15pm

Year 3 & 4 (Classes 7,8,9,10)	8.45am	3.05pm
Year 5 & 6 ((Classes 11,12,13 14)	8.35am	2.55pm

Rewards

The merits and house points will be issued by class teachers and teaching assistants during Covid-19. Teachers, Teaching Assistants and Lunchtime Supervisors welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however, Mrs Woods (Key Stage 2) and Miss Webb (Early Years and Key Stage 1) will be holding a half-termly celebration assembly and Star of the Week awards. Only pupils nominated as 'Star of the Week', one parent and the Head Teacher or Deputy Head Teacher will be in attendance with an additional member of staff. **THIS HAS BEEN DELAYED BECAUSE OF LOCAL RESTRICTIONS:**

Celebration Assemblies

Teachers will nominate their star of the week. Children will receive certificates and both Miss Webb and Mrs Woods will be making phone calls home to let parents know the good news!

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- ✦ Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy. This may include a child moving between classes in a year group bubble.
- ✦ Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- ✦ If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration because of being isolated from friends or having missed a significant event or experience; e.g. special events, school trip, etc. Others may have experienced bereavement, loss, or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result, children may present with behaviour that is not usual, this may include;

- ☒ Anxiety; lack of confidence
- ☒ Challenging behaviour; fight or flight response
- ☒ Anger; shouting, crying
- ☒ Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. Our school will

undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Google Classroom/Tapestry or any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to our school during this time.

Changed rules

Until further notice, we will alter the following school rules:

Expectations for attendance – the latest government guidance says attendance will be mandatory from September. We will be following our normal expectations for attendance using a gradual and supportive process. We hope to work closely with DLPS families and reassure anyone with concerns about a full school opening.

Expectations for uniform – the government is encouraging schools to revert to normal policy on this from September, but also to be considerate in managing non-compliance where parents are experiencing financial pressures. From September 2020, all pupils must wear uniform to school. If pupils cannot wear their full uniform, parents should contact the school office and advice will be available.

Expectations for pupils at home

Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the main school office and ask for an appointment with the Head Teacher or Deputy Head Teacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Children when remote learning should:

Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time

Complete work to the deadline set by teachers

Seek help if they need it, from teachers or teaching assistants via Google Classrooms

Alert teachers if they are not able to complete work via Google Classrooms

Use proper online conduct, such as using appropriate language in messages

Cover any reasonable adjustments that you will make for pupils with more challenging behaviour.

Pupils using the National Tutoring Programme to access tutoring are also expected to follow proper online conduct as described during tutoring sessions.

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will get in touch with parents and see if there are any issues school can help them address.

Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 4 weeks during term time by Mrs B Woods, Head Teacher. At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy
- Attendance Policy
- Code of Conduct Policy
- Polices for Online Learning
- Uniform Policy

Adaptations to DLPS Behaviour Policy are:

Following any altered routines for arrival or departure

- Please refer to drop off and pick up guidelines as part of the school COVID-19 Risk assessment

Following school instructions on hygiene, such as handwashing and sanitising

- Children will be expected to wash their hands on arrival at school, before and after breaktime, between activities, before and after eating, and after using the toilet. The adult in charge may also request additional handwashing points as necessary.

Following instructions on who pupils can socialise with at school

- School will operate in Year Group Bubbles ONLY. No Year Groups will be mixed at any point across different year groups during the school day.
 - Age phases will arrive and depart from school in phases – Early Years, Key Stage One, Lower Key Stage 2 and Upper Key Stage 2. Sibling Groups will arrive with Early Years but socially distanced and will be escorted to classes.
 - Adults (teachers, teaching assistants and lunchtime supervisors) will be delegated a Bubble Group, and will only mix as directed by the Head Teacher/Deputy Head Teacher.
 - Mrs Schenker will teach across Years 2, 3 and 6.
 - Madame Reynolds will teach Year Group bubbles French on Tuesday to Friday afternoons, e.g. Year 3 on Friday's etc.
 - Supply teachers will work across Year Group bubbles as much as possible but some SEN children in different year groups will be supported by the same Supply Teaching Assistant at different times.
 - Some Teaching Assistants may work across more than one Year Group Bubble, this will be to meet children's needs.
 - Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Pupils remain in areas close to their classrooms and use agreed nearest toilets.
- Corridors are marked to allow pupils to move up and down following signs and keeping socially distanced when possible.
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- The expectation about sneezing, coughing and tissue disposal is 'Catch it, Bin it, Kill it'. Dispose of all tissues in pedal bins. Avoid touching your face. 'Catch it, Bin it, Kill it' posters displayed in all shared spaces.
 - Tell an adult if you are experiencing symptoms of coronavirus
 - Children are to immediately tell an adult if they begin to feel unwell. The child will be sent to an isolated area to be assessed, for any Covid19 symptoms. Parents will be called to collect the

unwell child and their siblings from school. The child displaying symptoms will remain isolated from close contact with others until they are collected.

- Arrangements will be made for the child to be tested for Covid19. The pupil /other family members within the same household will remain off role until a result has been established. If a positive result for Covid19 is confirmed, all parents of pupils and staff in the close contact will be informed, and will be required to self isolate for 14 days.
- Rules about sharing any equipment or other items including drinking bottles
- All children will be provided individual essential work equipment which is not to be shared, i.e. Pencils, Pens etc in KS1 and KS2. Other resources will be shared and thoroughly cleaned between use. Water bottles must be brought into school daily by the child already filled, and taken home each evening. Children should not bring their own materials in from home, and they should not be taking home equipment from school.
- Amended expectations about breaks or play times, including where children may or may not play.
- Bubble Groups will be allocated designated break times to minimise numbers of children on the playground and to ensure limited contact. Children will share resources in their Year Group Bubbles ONLY. All equipment will be thoroughly cleaned at the end of each day. Children will wash their hands after play times.
- Use of toilets
- Toilet areas will be monitored by staff to ensure no overcrowding and toilet times will be allocated per Bubble Group; Nursery & Reception, Year 1 & Year 2 and the junior building have their own set of toilets to share.
- Junior Children will have allocated toilet times. Children will be instructed to use paper towels to dry their hands. Posters displayed in toilet areas explaining correct handwashing techniques.
- Clear rules about coughing or spitting at or towards any other person
- Any child purposely acting in an unsafe manner: coughing, sneezing, spitting, entering personal space/breaking 'social distancing' will be:
 - a) given a warning, then (if deliberate, unsafe behaviour continues)
 - b) parents will be notified on the first occasion, if their child is behaving in an unsafe manner, or not following school expectations of safe, respectful and/or hygienic. If incidents are repeated, then this may warrant a Parent Meeting, a Parent Contract and if all measures have been followed, a fixed term exclusion might be considered.
- Clear rules for pupils at home about conduct in relation to remote education
- Pupils self-isolating will continue to learn by utilising Google Classroom and/or physical packs from teachers in school. Early Years Children will access Tapestry.
- Rewards and sanction system where appropriate
- Identify any reasonable adjustments that need to be made for students with more challenging behaviour.
- Individual risk assessments in collaboration with Senior Leaders, Parents, and Pupils will need to be completed.